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ABSTRACT

The use of exit surveys at the University of Washington was investigated. Objectives were to identify (1) how many departments or programs employed department-generated exit surveys to gather information from graduating students, (2) the type of information collected and its use by departments, and (3) criteria for determining the usefulness of an exit survey for departmental needs. For the 123 responding departments and programs, 27 indicated that they use department-generated, as opposed to university-wide, exit surveys. The type of information requested by departments on their exit surveys included: student evaluation of courses or sequence of courses, student career placement information, student evaluation of instructor effectiveness, and verifying a student's completion of graduation requirements. Results of the survey suggest six steps for designing and implementing exit surveys: identifying the goals and needs for the desired information; electing or appointing an individual or committee to create the exit survey; designing and pilot testing the questionnaire, and administering the exit survey; and using the information from the exit survey. The departmental questionnaire and exit survey are appended. (SW)

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Task Force on Establishing a National Clearinghouse of Materials Developed for TA Training

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INTRODUCTION

The goal of this study of the use of exit surveys at the University of Washington is to provide assistance to departments interested in collecting evaluative and diagnostic feedback about the instructional experiences of their graduating students. The study is based on the recognition that survey data from exiting graduate and undergraduate students can provide valuable information for departmental program and instructional development. Departments using Teaching Assistants to provide instruction to undergraduate students have also used exit surveys to gather feedback about the training and instructional experiences of TAs. These data have then been used to inform the development of departmental TA training programs.

The purposes of this study of exit surveys are fourfold: 1) To identify how many departments or programs at the University of Washington employ department-generated exit surveys to gather information from graduating students, 2) To identify what type of information is gathered and how it is used by individual departments or programs, 3) To identify criteria for determining the usefulness of an exit survey for particular departmental needs, and 4) To provide suggestions and models for developing and implementing exit survey questionnaires.

PROCEDURE

UW departments and programs initially contacted were on the CIDR mailing list of 118. Two waves of questionnaires were mailed. The first questionnaire (Appendix A) resulted in a 34% return rate. A second modified questionnaire (Appendix B), sent to the same departments, resulted in a cumulative 75% return rate. In addition, departments listed in the University of Washington organizational list (University of Washington Operations Manual, Vol. 1, C-01.1, p. 1-15, 1984) were contacted by phone to determine whether they used an exit survey. The number of academic departments and programs contacted either by questionnaire or by phone totaled 123.

RESULTS

Who Uses Exit Surveys?

Of the total respondents (123), 27 departments and programs (22%) indicated that they use department-generated, as opposed to University-wide, exit surveys. Of those 27 departments, 11 survey graduating seniors only, 13 survey graduate students only, and 3 departments survey both seniors and graduate students. Of the total respondents, 96 departments/programs (78%) indicated that they do not presently use department generated exit surveys. (See Appendix C for a list of all respondents).

What are the Students' Return Rates for Exit Surveys?

Of the 27 departments which use exit surveys, 20 (74%) furnished information concerning their return rates. A return rate of between 90-100% was reported by 9 departments (45%). Three criteria emerged to account for the high return rates for these departments: 1) In many departments students were told that completion of the survey was a requirement for graduation; 2) In all of these departments students complete and return the surveys immediately. One department follows up on non-respondents by phone; and 3) Most of these departments communicate the importance of the requested information, i.e., that the information will be reviewed at several faculty levels and acted upon.

A return rate of between 60-85% was reported by 4 departments (20%). One of these departments requires the information, but attributes the lower response rate to having the students return the completed form at a later time. Another department attributes its lower response rate to students returning the surveys after they graduate. A third department uses the information solely for making personal comments about their students' future plans at the graduation ceremony.

A student return rate of 50% or less was reported by 7 departments (35%). Attributions for the low response rates fell into three categories: 1) Poor distribution procedures, i.e., mailing the surveys to students' home addresses, which are often unreliable, or asking the students to return the surveys at a later date, often resulting in

students either misplacing the forms or forgetting to return them; 2) Poor timing of survey distribution, i.e., questionnaires get lost in the shuffle of graduation concerns and activities; and 3) Excessive length of the questionnaire.

What Type of Information is Requested on Exit Surveys?

The type of information requested by departments on their exit surveys falls into five categories, with the majority of departments requesting more than one category of information from students. The most requested category of information is *student evaluation of courses or sequence of courses*, requested by 19 departments. Based on student evaluations concerning the quality and quantity of departmental coursework, departments assess and modify the content, design and sequence of individual courses, seminars, conferences and clerkships. The second most requested category of information is *student career placement information*, requested by 17 departments. Students' career plans, availability of positions and ease of finding positions are recorded for placement files and advising information. The third most requested category of information is *student evaluation of instructor effectiveness*, requested by 15 departments. Students' perceptions of their instructors' effectiveness and contribution to their education are used to improve advising and provide feedback to instructors from a more distant perspective than quarterly class questionnaires. The fourth most requested category of information is the open category of "other," requested by 11 departments. The majority of these respondents request addresses for their alumni records. Uses for "other" student information include improving advisory services, satisfying grant funding agency requirements for data, improving the handbook for new students and annual student orientation, and evaluating the objectives of a Master's program. Of those mentioned, the least requested of these five categories of information is *verifying a student's completion of graduation requirements*, requested by two departments. One department uses the form to determine whether students have returned all keys, lab equipment, operating manuals, filed a copy of their

graduate school warrant and thesis, and provided a forwarding address. The other department verifies the student's thesis title.

Who Uses the Survey Information Once it is Collected?

Once the survey information is collected from students, it most often goes to multiple sources within the department. The 27 respondents indicated that information was provided as follows: the department chair (N=8), interested faculty (N=7), "other" (N=7), which includes the course director, program director, director of clerkships, grant funding agency, executive committee, and reports to faculty, students and alumni, the curriculum committee (N=5), the graduate adviser (N=5), and the undergraduate adviser (N=2).

Perceived Usefulness of Information for Survey Users

Departments were asked to rate the usefulness of gathering the four types of information identified on the survey via a five-point Likert scale, ranging from strongly agree (1) to strongly disagree (5). Table 1 summarizes the results (Mean=the statistical average of responses in each category).

TABLE 1
PERCEIVED USEFULNESS OF INFORMATION FOR SURVEY USERS

		Percent of Sample				
		Strongly Agree(1)	Agree(2)	Neutral(3)	Disagree(4)	Strongly Disagree(5)
		50%	30%	20%	0%	0%
Modifying Courses						
Mean=1.7	N=10					
Instructor Effectiveness		11%	67%	22%	0%	0%
Mean=2.1	N=9					
Career Placement		50%	10%	10%	10%	20%
Mean=2.4	N=10					
Verifying Grad. Req.		11%	0%	44%	22%	22%
Mean=3.4	N=9					

Analyses of the statistical averages and percentages indicate that the perceived usefulness of the four types of information closely mirrors the departments' request for information in these categories on their exit surveys. The most highly rated category is that

of **course modification**, followed by **instructor effectiveness**, **career placement** and **verification of completion of graduation requirements**.

Why Are Certain Types of Information Not Collected Via Exit Surveys?

The follow-up questionnaire asked respondents who use exit surveys why they do not use the exit survey to collect information on each of the four categories of information previously identified. Those who do not use the surveys for **course modification** indicated that they either use criteria other than student evaluations for modifying courses or use another form for gathering student input, such as a written program survey at the end of students' course work or a representative student committee/organization. Those respondents who do not use exit surveys to gather student evaluations of **instructor effectiveness** indicated that they either use criteria other than student evaluations for measuring instructor effectiveness or depend on quarterly end-of-course student instructor evaluations. Those respondents who do not use exit surveys for **career placement** information indicated that they use a separate form to gather this data, distributed after students have graduated and had a chance to secure a professional position. Those respondents who do not use exit surveys for **verification of completion of graduation requirements** indicated that they use other evaluation and monitoring systems throughout a student's program for this purpose.

Why Do Some Departments Not Use Exit Surveys?

The follow-up questionnaire asked departments that do not use exit surveys to list reasons for not doing so. The following analysis is based on responses to both the follow-up questionnaire and the telephone interview. The majority of respondents indicated that they rely on the University-wide Graduate School Exit Questionnaire, which is distributed by the Graduate School office to graduate students when they file their degree applications (Appendix D). Results are tabulated by the Educational Assessment Center and sent to the individual departments. The second largest category of responses was "too small of a department with too few students to warrant a formal, systematic survey." These

respondents indicated that they maintain constant contact with their students and are able to gather student evaluative information informally. The third and largest category of responses indicated a desire to begin using department generated exit surveys, or a stated intent of implementing them in the near future.

Perceived Usefulness of Information for Non-Exit Survey Users

Departments that do not use an exit survey were asked to rate the *potential* usefulness of gathering the four types of information identified in the questionnaire via exit surveys on a five-point Likert scale ranging from strongly agree (1) to strongly disagree (5). Table 2 summarizes the result (Mean=the statistical average of responses in each category).

TABLE 2
PERCEIVED USEFULNESS OF INFORMATION FOR NON-SURVEY USERS

		Strongly Agree(1)	Agree(2)	Neutral(3)	Disagree(4)	Strongly Disagree(5)
Modifying Courses Mean=2.2 N=22		27%	36%	32%	5%	0%
Instructor Effectiveness Mean=2.3 N=23		22%	30%	44%	0%	4%
Career Placement Mean=2.0 N=24		33%	33%	30%	4%	0%
Verifying Grad. Req. Mean=3.2 N=23		4%	18%	48%	17%	13%

The means for each type of information indicate that non-survey users favorably rated all categories of information as potentially useful with the exception of verifying graduation requirements. In contrast to exit survey users, the most highly rated category for non-survey users is that of career placement, followed by course modification, instructor effectiveness and verifying graduation requirements.

What Other Methods Do Departments Employ For Collecting Student Input?

The follow-up questionnaire asked all respondents to indicate other methods used for collecting student information for curriculum or instructional development. The following analysis is based on both questionnaire responses and information supplied via the follow-up telephone interview. The total number of respondents is 55 (45% of the total).

Results indicate that both survey users and nonusers incorporate multiple methods of collecting student input. Most respondents checked more than one category. For those who do not use departmental surveys (N=30), the alumni questionnaire is the most used method (60%), followed by end-of-course student evaluations (23%), midterm student course evaluations (7%), and an open category of "other" (7%), which consisted of full department meetings for one department, and suggestions from the student organization for another department. Only one department (3%) indicated the use of no other method of collecting student input.

For survey users (N=25), the end-of-course student evaluation (44%) is the most used method, followed by alumni surveys (40%), midterm course evaluations (8%), and "other" (8%), which consisted of a program survey of all coursework at the end of the fifth quarter for one department, and voluntary, personal communication for another department.

When both samples are combined (N=55), the alumni questionnaire (51%) is most used, followed by end-of-course student evaluations (33%), midterm student course evaluations (7%), "other" methods (7%), and no other methods (2%).

Results from this study suggest that student input is considered a valuable source of information for academic departments and programs at the University of Washington and is gathered through a variety of means. Over 20% of the academic departments on campus use student exit surveys to provide systematic evaluative and diagnostic feedback for departmental program and instructional development. The following comments from questionnaire respondents are illustrative of the perceived value of exit survey information:

"They are vital in indicating to faculty how our programs are received. Without them a general warm, fuzzy attitude prevails that all is fine." "It is a major source of data for our upcoming review of curriculum at the school level." "It provides feedback on performance of individual instructors from a more distant perspective than quarterly class questionnaires." "It gives advisers a good picture of the future plans of our graduating seniors." "Students want to know what former students have done with their degree, and if they are working what their beginning income is." "Our exit survey keeps our address files on graduates immediately up to date and it gives us an overview of job placement opportunities for future graduates." "They are very valuable. They are anonymous and the students appear to be very honest in their responses and make an effort to be helpful."

In addition to those departments which currently employ exit surveys, this study identified five additional departments /programs which plan to implement their own exit surveys in the near future.

Is an Exit Survey Appropriate for Your Department?

Exit surveys have been implemented in a wide variety of disciplines at the University of Washington campus within the Colleges of Arts and Sciences, Education and Engineering, as well as the schools of Business Administration, Library and Information Science, Dentistry, Medicine and Nursing. The results of this project suggest that exit surveys can be adapted to virtually any academic department or program on this campus.

Some departments without exit surveys have indicated that the small numbers of graduating students preclude their use of a formal exit survey. One of the advantages of a small department is the potential for constant, informal contact between students and faculty. This affords an opportunity to collect student evaluative information in a non-systematic, anecdotal format. The advantage of employing a formal exit survey, whatever the size of the department, is access to systematized, aggregated and accessible information

for periodic review and use. Over a period of time, enough data can be collected to suggest patterns and trends in student perceptions. Interested faculty or administrators can then access data for various departmental needs and purposes. All decisions concerning exit survey usefulness must be evaluated on the basis of the particular needs of an individual department. Information contained in this report about other departments may be of value in making those decisions.

How Do You Design and Implement an Exit Survey?

The results of this survey suggest six steps for designing and implementing exit surveys. The first step is to **identify the goals and needs for the desired information**. What kind of information do you want from graduating students and what are you going to use the information for? Do you want student feedback on curriculum or instructional quality, advising services, career or post-graduate plans? Can the survey accomplish other "housekeeping" tasks such as returning equipment and keys or verifying completion of certain graduation requirements? Are you planning to use the information for modifying content, design and/or sequence of coursework, evaluating instructor effectiveness, gathering career placement information, addresses for alumni records, improving advising services, evaluating terminal program objectives or modifying student orientation materials? As one questionnaire respondent put it, "Define goals and needs for information first."

The second step is to **elect or appoint an individual or committee to be responsible for creating the exit survey**. This choice may well be determined according to the previously defined questionnaire goals. Given the nature of the needed information, who is best able and willing to design the questionnaire content?

The third step is to **design the questionnaire**. Length and format are the key issues to contend with, given that you have designed question areas that will accomplish your goals. Survey users offer the following advice: "Keep them short and simple so that students do not balk at filling them out." "All items should be relevant." "Provide space

for candid comments, which are often more spontaneous and meaningful than structured questions."

The majority of exit surveys used on this campus include both close-ended structured questions and scaled response items, as well as space for additional student comments. It is also suggested that questions be grouped according to categories of information. For instance, if the survey is designed for curriculum evaluation, instructional development and career information, you might begin with all of the questions about curriculum, organized according to course number or level, then move to questions concerning instructional quality, again, organized by course number or level, and end with specific questions concerning post-graduation career plans. Appendix E attached to this report contains a sample questionnaire which utilizes the alternative item formats.

The fourth suggested step is to **pilot test the questionnaire prior to administering it formally**. This will allow you to clarify any question ambiguity, add or delete information and modify format and length as needed based on the responses you get from an initial small, representative sample of students. One survey respondent advises, "Don't be afraid to pilot exit surveys and make changes before coming up with a finished product (which might continue to need modification as needs change)."

The fifth step is to **administer the exit survey**. Survey users advise designating one person as responsible for distributing and collecting survey information. Study results indicate that advisors or program assistants are most often in charge of distribution. Highest return rates are achieved by departments that make completion of the questionnaire a requirement, have students fill them out on the spot rather than return them at a later time, and communicate to students the importance and value of the requested information.

The sixth step in designing and implementing an exit survey is to **use the information**. As one survey user stated, "Do not utilize them unless you 1) read them, 2) act on the information received, and 3) provide feedback directly and indirectly to those who are surveyed." Whether you are using the information for curriculum development,

instructor feedback, career placement or any number of multiple purposes, make sure the information is directed to the appropriate faculty persons, committees, advisors, or department Chair.

CONCLUSION

In summary, Exit Surveys, when designed to collect specific information of interest to departments, appear to be very useful. High response rates are achievable and survey instruments can be designed to gather student evaluations of courses, career placement information, student evaluation of instructor effectiveness, verification of completion of graduation requirements and other information. Departments administering exit surveys feel it is worth the investment required to collect the information and use survey results to inform their decision making. No department using an Exit Survey has plans to discontinue its use.

All departments contacted were very willing to share their experiences using Exit Surveys and their instruments. A sample questionnaire is provided in Appendix E. A variety of sample questionnaires from various departments are also available through CIDR. In addition CIDR Staff Consultants can assist departmental representatives in designing exit survey questionnaires to meet specific departmental needs.

Appendix A

November 5, 1984

To: Department Chairs

From: Jody D. Nyquist
Director for Instructional Development
The Center for Instructional Development and Research

Re: Exit Surveys

Dear Department Chair:

The Center for Instructional Development and Research is developing an information base on student exit surveys. The Center is interested in finding out which departments on campus currently have exit surveys and how information from such surveys is collected and used. In other words, we are compiling information about effective ways to gather student feedback through the use of exit surveys.

Completing the enclosed questionnaire will help the Center achieve these goals. The questionnaire is not lengthy. Your cooperation and time in filling it out is appreciated.

Enc.

The Center for Instructional Development and Research is conducting a survey of all the departments on campus concerning their interest in or use of exit surveys. Typically, exit surveys are given to graduating seniors and graduate students to acquire student feedback about their scholastic programs or career plans. We are interested in ways to improve the effectiveness of exit surveys. Your ideas and suggestions will help the Center to achieve this goal.

Thank you for your time in completing this questionnaire your cooperation is greatly appreciated.

1. Department name: _____ mail stop: _____
2. Does your department use an exit survey to gather information from graduating seniors or graduate students?
exit survey: yes no
3. If you answered no to the above question skip to question 11.
4. How many graduating students on an average do you have a year and how many of those received an exit survey?
5. How many students responded by completing and returning the survey to your department?
6. Why do you think you got this rate of return? Explain:
7. How does your department use information from exit surveys?
For curriculum changes:

For instructional program development:

For career placement information:

Other:
8. If the information is used to make changes in course curriculum or instructional program development, how is this

achieved? By curriculum committee? special interest group?
department chair? interested faculty? please explain:

9. What have you learned from your experience with exit surveys
from which other departments could benefit?

10. Does your department survey the employers of graduated
students?

11. Does your department survey alumni two or three years after
they have graduated?

12. Does your department use exit interviews?

13. We are collecting examples of exit surveys for other
departments to use in constructing their own. For this purpose,
would you be able to mail copies of your exit survey forms to
the Center? The address is DC-07

14. If you would like to be mailed the results of this survey
please indicate your interest by returning this questionnaire
with your mail stop listed in question 1.

Thank you for completing this form. The results will help the
Center create a resource exit surveys for all departments to use.

Appendix B

Center for Instructional
Development and Research
107 Parrington, DC-07
Seattle Washington 98195
(206)543-6588

Director for
Program Research
Robert Abbott

Director for
Instructional Development
Jody Nyquist

Policy Board

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Psychology

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Bruce A. Finlayson
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Physiology and Biophysics

Donna H. Kerr
Vice Provost

Bruce R. Kowalski
Chemistry

David McCracken
Associate Dean
Arts and Sciences

Garhard G. Mueller
Business Administration

December 10, 1985

TO: Department Chairs

FROM: Jody D. Nyquist
Director for Instructional Development
Center for Instructional Development and Research

RE: Exit Surveys

The Center for Instructional Development and Research is developing an information base on student exit surveys. The Center is interested in finding out which departments on campus currently have exit surveys and how information from such surveys is collected and used. In other words, we are compiling information about effective ways to gather student feedback through the use of exit surveys.

Completing the enclosed questionnaire will help the Center achieve these goals. The questionnaire is not lengthy. Your cooperation and time in filling it out is appreciated.

Enc.

CIDR EXIT SURVEY QUESTIONNAIRE

Department name _____

- 1) Does your department use an exit survey or interview to gather information from:

Graduating seniors? YES ___ NO ___ Master's level graduate students? YES ___ NO ___
 Doctoral level students? YES ___ NO ___

If you answered "NO" to all the above questions, please respond to questions 10, 11, and 12 on page 3.

If you answered "YES" to any of the above questions, please respond to questions 2-9 and 12.

We are collecting examples of exit surveys for other departments to use in constructing their own forms. For this purpose, please attach a copy of the survey or interview form used in your department. Thank you.

- 2) Please describe the procedure you employ to distribute and collect survey forms.

Who distributes them to students?

When are they distributed to students?

How do you collect the forms?

- 3) What percentage of your graduating students complete and return the survey forms?

Percentage of graduating seniors ___ % Percentage of doctoral level graduate students ___ %
 Percentage of master's level graduate students ___ %

- 4) What do you think accounts for this return rate?

- 5) How do you use the information collected in the surveys or interviews?
 (check all that apply and provide examples)

___ Modifying courses or sequences of courses. For example,

___ Determining effectiveness of instructors. For example,

___ Obtaining career placement information. For example,

___ Verifying a student's completion of graduation requirements. For example,

___ Other (please explain)

- 6) Who uses the survey information once it is collected?
(check all that apply)

☐ Curriculum committee ☐ Graduate advisor ☐ Interested faculty
☐ Department Chair ☐ Undergraduate advisor ☐ Other (please explain)

- 7) Please respond to the following statements using the accompanying 5 point scale:

Information collected from graduating students via exit surveys or interviews can be useful for:

modifying courses or sequences of courses

Strongly Agree

1

Agree

2

Neutral

3

Disagree

4

Strongly Disagree

5

determining instructor effectiveness

1

2

3

4

5

obtaining career placement information

1

2

3

4

5

verifying completion of graduating requirements

1

2

3

4

5

- 8) Please briefly explain why you don't use exit surveys to collect the following type of information (for all that apply)

Modifying courses or sequences of courses:

Determining instructor's effectiveness:

Obtaining career placement information:

Verifying a student's completion of graduation requirements:

- 9) Based on your experience with exit surveys or interviews, what advice do you have for other departments interested in implementing them?

Please go directly to question #12.

- 10) If you don't use exit surveys or interviews, please respond to the following statements using the accompanying 5 point scale

Information collected from graduating students via exit surveys or interviews could be useful for:

modifying courses or sequences of courses

determining instructor's effectiveness

obtaining career placement information

verifying completion of graduation requirements

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

- 11) If you don't use exit surveys or interviews to collect information from graduating students, please check each of the following statements which best reflects your decision.

___ Have never thought of it. ___ Don't know how to implement the procedure.

___ Too costly in terms of time or expense. ___ Quality of information too poor.

___ Information for these purposes is collected from other sources. (Please specify sources)

___ Return rate is too low. ___ Other (please explain)

- 12) What other methods of collecting student information for curriculum or instructional development does your department use? (check all that apply)

___ None ___ Midterm student course evaluation ___ End of course student evaluation

___ Alumni surveys ___ Other (please explain)

Thank you for your cooperation. For your convenience, a self addressed envelope has been provided for returning the questionnaire and sample survey form, if you have one, to CIDR.

___ Please check if you would like a copy of the results of this survey.

**Center for Instructional Development and Research
107 Parrington, DC-07**

Appendix C

DEPARTMENTS/PROGRAMS WITH EXIT SURVEYS (N=27)

Aeronautics and Astronautics (s,m,p)
 Anesthesiology (md)
 Biology (s/eoc)
 Botany (through Biology office) (s)
 Business Graduate school (MBA) (m)
 Chemical Engineering (s/alumni)
 Chemistry (s)
 Civil Engineering (s/alumni)
 Computer Science (s/eoc,alumni)
 School of Education (m,p)
 English (s)
 Germanics (s)
 Institute for Marine Studies (m/eoc)
 Jackson School of International Studies (s,m,/sgid,eoc)
 Graduate School of Library and Information Science (m,p)
 Mechanical Engineering (m,p)
 Microbiology and Immunology (s/alumni)
 Nuclear Engineering (m,p/alumni)
 Parent and Child Nursing: Perinatal Nurse Specialist Prog., Pediatric Nurse Practitioner
 Program (m/eoc,alumni) (m/eoc) (m/eoc,alumni)
 Pediatrics clerkship (md/eoc)
 Psychology (s/alumni)
 Psychosocial Nursing (m/eoc,alumni)
 Radiology (md)
 Surgical clerkship (md/eoc)
 Zoology (through Biology office) (s)

s=seniors

m=master's students

p=doctoral students

md=medical doctor students

sgid=small group instructional diagnosis

eoc=end of course evaluations

alumni= alumni survey

Number of depts./programs surveying seniors only=11(41%)

Number of depts./programs surveying graduate students only=13(48%)

Number of depts./programs surveying both seniors and grads.=3(11%)

DEPARTMENT/PROGRAMS WITHOUT EXIT SURVEYS (N=96)

Accounting	Management Science
American Ethnic Studies (Afro-American, Asian American, Chicano Studies)	Marketing and International Business
Anthropology	Materials Science and Engineering
Applied Mathematics	Mathematics
Applied Physics	Medicine
Aquaculture Division (Fisheries)	Medicinal Chemistry
Architecture	Music
Art, School of	Near Eastern Languages and Civilization
Asian Languages and Literature	Obstetrics and Gynecology
Astronomy	Oceanography, School of
Atmospheric Science	Ophthalmology
Biochemistry	Oral Biology
Bioengineering	Oral Medicine (dentistry)
Biological Structure	Oral Surgery
Biomedical History	Orthodontics
Biostatistics	Orthopedics
Building Construction	Otolaryngology
Classics	Pathobiology
Communications	Pathology
Community Dentistry	Pediatric Dentistry
Community Health Care systems	Periodontics
Comparative Literature	Pharmaceutics
Dental Hygiene	Pharmacology
Drama, School of	Pharmacy Practice
Economics	Philosophy
Electrical Engineering	Physics
Endodontics	Physiological Nursing
Environmental Health	Physiology and Biophysics
Environmental Studies	Political Science
Epidemiology	Prosthodontics
Family Medicine	Psychiatry and Behavioral Science
Finance and Business Economics	Quantitative Science in Forestry, Fisheries and Wildlife, Center for
Fisheries	Quaternary Research Center
Fisheries Research Institute	Radiation Oncology
Food Science and Technology, Institute for	Rehabilitative Medicine
Forest Resources, College of	Restorative Dentistry
Genetics	Romance Languages and Literature
Geography	Scandinavian Languages and Literature
Geological Science	Slavic Languages
Geophysics	School of Social Work
Health Services	Society and Justice
Health Services Administration	Sociology
History	Speech and Hearing Sciences
Laboratory Medicine	Speech Communication
Landscape Architecture	Statistics
Law and Justice	Urban Planning
Linguistics	Urology
Management and Organization	Women Studies

GRADUATE SCHOOL
UNIVERSITY OF WASHINGTON
EXIT QUESTIONNAIRE

(Please fill out a SEPARATE questionnaire for each degree if you have completed the requirements for more than one degree at this time.)

Quarter and Year You Are
Completing This Degree _____

1. Student Number (Information released to academic units will not be accompanied by student number.) _____
2. Degree Earned _____
3. Academic Unit Offering Degree: Name _____ Code # _____
(refer to code on back)
4. Year You Began Degree Program at UW: masters _____ doctoral _____

Questions 5 through 11 ask you to rate certain aspects of the degree program you have just completed. A scale of 1 to 5 is used, with 1 being the lowest and 5 the highest value assigned. Circle the appropriate value.

- | | <u>Low</u> | | | | <u>High</u> |
|---|---|---|---|---|-------------|
| 5. How do you rate the academic standards of the department? | 1 | 2 | 3 | 4 | 5 |
| 6. Evaluate the extent to which you believe the program has kept pace with recent trends and developments in your field. | 1 | 2 | 3 | 4 | 5 |
| 7. Rate the adequacy of research or professional training opportunities for students in your program. | 1 | 2 | 3 | 4 | 5 |
| 8. Rate the adequacy of space, facilities, and equipment. | 1 | 2 | 3 | 4 | 5 |
| 9. Indicate your level of satisfaction with the supervision and/or guidance you received. | 1 | 2 | 3 | 4 | 5 |
| 10. Indicate your perception of the quality of the faculty offering the degree program. | 1 | 2 | 3 | 4 | 5 |
| 11. Rate the <u>overall</u> quality of the degree program. | 1 | 2 | 3 | 4 | 5 |
| 12. Did you publish a paper or have a paper accepted for publication in a refereed journal while in the program? | Yes _____ No _____ | | | | |
| 13. Check each of the following appointments you held for 3 quarters or more during your program. | TA ☐ RA ☐ Fellow ☐ None ☐ | | | | |
| 14. What are your immediate postgraduation plans? (Check here if you have already secured a position ☐) | | | | | |
| 1 ☐ Further graduate study | 5 ☐ Business/Industrial employment | | | | |
| 2 ☐ Postdoctoral Fellowship or Research Associateship | 6 ☐ Government employment | | | | |
| 3 ☐ Four-year college or university teaching and/or research | 7 ☐ Self-employment | | | | |
| 4 ☐ Employment in a school or community college | 8 ☐ Military service | | | | |
| | 9 ☐ Not seeking employment or further formal education at this time | | | | |
| 15. If you have secured a position, is it in a field of your first, second or third preference? | 1 | 2 | 3 | | |

Additional comments concerning the perceived strengths and weaknesses of the degree program may be written on the reverse side of this questionnaire. Thank you.

301	ACCOUNTING	948	LABORATORY MEDICINE
400	AERONAUTICS & ASTRONAUTICS	053	LANDSCAPE ARCHITECTURE
102	ANTHROPOLOGY	852	LAW
655	APPLIED MATHEMATICS	860	LAW - CONCURRENT
051	ARCHITECTURE	671	LIBRARY & INFORMATION SCI.
105	ART	203	LINGUISTICS
106	ART HISTORY	206	MATHEMATICS
144	ASIAN LANGUAGES & LITERATURE	419	MECHANICAL ENGINEERING
107	ASTRONOMY	950	MEDICINE - CONCURRENT
108	ATMOSPHERIC SCIENCES	422	METALLURGICAL ENGINEERING
908	BIOCHEMISTRY	916	MICROBIOLOGY & IMMUNOLOGY
909	BIOLOGICAL STRUCTURE	140	MIDDLE EASTERN
652	BIOLOGY TEACHING	217	MUSIC
653	BIOMATHEMATICS	123	NEAR EASTERN LANGUAGES & LIT.
910	BIOMEDICAL HISTORY	428	NUCLEAR ENGINEERING
700	BIOSTATISTICS (PH&CH)	552	NURSING
115	BOTANY	199	NUTRITIONAL SCI. & TEXTILES
349	BUSINESS ADMINISTRATION	456	OCEANOGRAPHY
420	CERAMIC ENGINEERING	816	ORAL BIOLOGY
402	CHEMICAL ENGINEERING	708	PATHOBIOLOGY (PH&CH)
117	CHEMISTRY	924	PATHOLOGY
403	CIVIL ENGINEERING	926	PHARMACOLOGY
118	CLASSICS	610	PHARMACY - MEDICINAL CHEM.
131	COMMUNICATIONS	612	PHARMACY - PHARMACEUTICS
132	COMPARATIVE LITERATURE	615	PHARMACY PRACTICE
210	COMPUTER SCIENCE	221	PHILOSOPHY
805	DENTISTRY	239	PHYSICS
840	DENTISTRY - CONCURRENT	932	PHYSIOLOGY & BIOPHYSICS
662	DOCTOR OF ARTS GROUP	673	PHYSIOLOGY PSYCHOLOGY
134	DRAMA	244	POLITICAL SCIENCE
134	DRAMA ARTS	262	PSYCHOLOGY
139	EAST ASIAN	770	PUBLIC AFFAIRS
135	ECONOMICS	715	PUBLIC HEALTH & COMM. MEDICINE
351	EDUCATION	679	RADIOLOGICAL SCIENCES
410	ELECTRICAL ENGINEERING	928	REHABILITATION MEDICINE
412	ENGINEERING	264	ROMANCE LANGUAGES & LITERATURE
136	ENGLISH	141	RUSSIAN AND EAST EUROPEAN
702	ENVIRONMENTAL HEALTH (PH&CH)	283	SCANDINAVIAN LANGUAGES & LIT.
704	EPIDEMIOLOGY (PH&CH)	163	SLAVIC LANGUAGES & LITERATURE
452	FISHERIES	685	SOCIAL WELFARE GROUP
510	FOREST RESOURCES	782	SOCIAL WORK
186	GENETICS	293	SOCIOLOGY
188	GEOGRAPHY	142	SOUTH ASIAN
191	GEOLOGICAL SCIENCES	690	SPECIAL INDIVIDUAL PHD PROGRAM
187	GEOPHYSICS	296	SPEECH & HEARING SCIENCES
192	GERMANICS	295	SPEECH COMMUNICATION
687	HEALTH ADMIN. & PLANNING	294	STATISTICS
706	HEALTH SERVICES (PH&CH)	200	TEXTILE SCI. & COSTUME STUDIES
193	HISTORY	056	URBAN PLANNING
457	INSTITUTE FOR MARINE STUDIES	277	ZOOLOGY
430	INTER ENGINEERING		
229	KINESIOLOGY		

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Department of Chemistry

Dear Chemistry Graduate,

Congratulations on the completion of your undergraduate studies. It would be of great help to our Undergraduate Curriculum Committee if you would fill in this Senior Survey and return it within two weeks in the enclosed envelope.

1. Check the category that best describes your plans upon graduation.

☐ non-chemistry related employment	☐ chemistry related employment
☐ graduate school (specify field)	☐ medical school
☐ dental school	☐ other

2. Where will you be employed or attending graduate school? _____

3. So that you can receive departmental alumni publications, please provide us with a reliable address through which you can be reached in the future.

name _____
address _____
_____ zip _____

4. What degree did you earn (BA/BS) and when? _____

5. If you were a 5th-year student, from where and in what is your first degree? _____

6. Did you combine your studies in chemistry with another field(s) and earn either a double major or double degree? If so, please specify. _____

7. If you participated in undergraduate research, who was your supervisor, what was your area of research, and for how long did you participate? _____

Was it a rewarding experience? _____

8. To what extent did you take advantage of our departmental curricular options (biological chemistry, environmental chemistry, polymer chemistry, chemistry and business and chemistry and public policy)? _____

9. Finally, here is your opportunity to grade the Department of Chemistry. Please use the current decimal system (from 0.0 to 4.0) to rate our performance in the areas below. You are encouraged to be as candid as possible, and feel free to add any and all lengthy comments about these topics or others not listed.

_____overall curricular content

_____quality of instruction

_____departmental instructional facilities

_____undergraduate research program

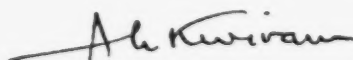
_____departmental advising services

_____employment/graduate school preparation

_____other

Thank you for your assistance. Many best wishes in your future endeavors.

Sincerely,



Alvin L. Kwiram
Professor and Chairman